INTE 399A COMS 399A FFAR 399G 1995-96

"HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic."

H420 Thursdays 18:05-21:30

(Tutorials: AA H437; BB H405; CC H460)

Co-Instructors & Academic Coordinators:

Prof. Chantal Nadeau (Communication Studies) Bryan 321 (Loyola, 848-2560) Hours: Tue & Thur 10:30-12:00

Prof. Thomas Waugh (Cinema) CB210-11 (1158 Bishop, 848-4654) Hours: Wed 14:30-16:30 & Fri 13:30-15:30 (appointments are advised; call Cinema Dept at 848-4666 or course office at 848-4234).

Community Liaison (Internships), Facilitator Tutorial AA Elana Wright CB204-10 (1158 Bishop, 848-4234) Hours: Wed 14:30-16:30

Teaching Assistant, Facilitator Tutorial BB Steven Purvis CB204-10 (1158 Bishop, 848-4234) Hours: Thur 15:00-17:00

Teaching Assistant, Facilitator Tutorial CC Maria Nengeh Mensah CB204-10 (1158 Bishop, 848-4234) Hours: Wed 10:30-12:30

Academic Resource Network:

Prof. Jon Baggaley, Dept of Education
Dr. Michael Dartnell, Dept of Political Science
Glenn Fash, Member Concordia HIV/AIDS Advisory Committee; former Coordinator Buddy Training Programme, AIDS Community Care of Montreal.
Assoc. Prof. Brian Foss, Dept of Art History
Keith Lowther, Graduate Student Representative (History)
Asst Prof. Catherine Mavrikakis, Dép. d'études françaises
Assoc. Prof. Fran Shaver, Sociology and Anthropology (sabb.)
Assoc. Prof. Adrian Tsang, Dept of Biology
Shirley Walker, Dept of Applied Social Science

Members of Concordia University HIV/AIDS Advisory Committee

Ms. Pina Greco, Rector's Office, Chair.
Robert Boncore, Counselling and Development
Brian Counihan, Dean of Students
Glenn Fash, AIDS Community Care of Montreal.
Owen Moran, Education Officer, Health Services
Michael Orsini, Grad. Student Rep. (Polit. Sci.)
Keith Lowther, Grad. Student Rep. (History)
Asst. Prof. Kim Sawchuk, Dept of Communication Studies

Course Objectives

The AIDS pandemic is a medical phenomenon and a complex social, scientific, economic and cultural challenge. AIDS focuses attention on sex, the body and death. It calls into question preconceived notions and representations of sexuality and identity (sexual orientation, race, class, gender), values of individual and collective rights, and the role of science in modern life as well as its history and meanings. In addition, it exacerbates geopolitical inequities.

The goal of the course is to provide an interdisciplinary framework for learning about the challenges and questions raised by HIV. It is based on a co-operative learning model that includes an internship component. This framework will make it possible to

1) examine the interaction between personal perspectives, values, and beliefs and our own behaviour and actions. (This entails confronting the stigmatization and marginalization the pandemic has unleashed.)

2) acquire knowledge by developing a critical perspective on experts, experience, texts, and images, and by bringing together cultural, social and scientific paradigms of HIV.

3) apply knowledge by honing individual tools and skills, enhancing activism and fieldwork, linking academia and the world, daring to believe and to act on the belief that the epidemic can end.

CLASSROOM ENVIRONMENT

Divergent Viewpoints: Since the topic of AIDS touches on so many personal, emotional and political issues, tensions and divergences of viewpoint are inevitable parts of the learning process. Whenever conflict arises, remember to keep channels of listening, exchanging and learning open. The learning environment will be encouraged if we remember not to express disagreement on a level of personal blame nor to take differences in values, feelings and opinions personally. All moral and political positions, from feminism to the moral majority, are open to critical examination.

Sexuality: Sexuality in particular is a controversial topic in our culture, and it is all the more important to maintain a supportive classroom environment. In some classes explicit sexual references and imagery will be part of the discussions and learning materials. You are not expected to comply with any set of sexual values, and you may always retain the right to disagree. Nonetheless, you are expected to approach sexual references or images in a spirit of scientific enquiry and open-mindedness, respecting the positions and feelings of others in the classroom and those expressed in materials presented in the course.

Privacy and Confidentiality: No student is required to relate personal information of any kind in coursework or group discussions; you are, however, expected to keep strictly confidential any information garnered from those who do.

Readings

Required Texts

Available at Librairie L'Androgyne, 3636 Boul. St-Laurent (above Prince-Arthur, tel. 842-4765), together with the city's best selection of AIDS-related books and periodicals.

1. Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992).

2. Jonathan M. Mann, M.D., ed., *AIDS in the World: A Global Report* (Harvard University Press, 1992).

Notes on Availability of Readings

1. All required books are available on three-hour reserve in the Webster Library.

2. All required supplementary readings (that is, those assigned weekly readings not included in the two required texts) are on reserve in the Webster Library. If you find it more convenient you may want to consider having a single copy of the entire supplementary required selection run off for your individual use at Concordia Copy, 1520 de Maisonneuve W., in compliance with Canadian copyright legalities.

Additional Reading

A comprehensive bibliography (c. 30 pages) compiled by the course academic coordinators is available on reserve in the Webster Library.

No required readings are assigned from the following useful supplementary texts.

1. Marge Berer with Sunanda Roy, *Women and HIV/AIDS: An International Resource Book* (1993).

2. John G. Bartlett, M.D. and Ann K. Finkbeiner, *The Guide to Living with HIV Infection: Developed at the Johns Hopkins AIDS Clinic*, Revised Edition (Baltimore: Johns Hopkins University Press, 1993).

Course Requirements

Summary

Internship	30%
Directed Journal	30%
Major Termpaper/Report/Creative Project	30%
Attendance and Participation	10%

NOTES: i) All requirements must be satisfactorily fulfilled in order to receive a passing grade for the course.

ii) No incompletes are possible except on medical or other substantive compassionate grounds (provide your tutor with appropriate documentation).

iii) All written requirements may be submitted in English or in French.

iv) Typing (double-spaced) is mandatory for all submitted coursework, except, of course, for the final exam. For the purpose of measuring the length of your submissions, a "page" is considered to be approximately 250 words. Please do not exceed length specifications for reports and papers.

A Attendance and Participation:

Attendance and participation are worth 10% of the final course grade.

Full attendance and participation in all Thursday classes and tutorials are requirements of the course. Our objective of co-operative, interdisciplinary learning dictates the integration of readings, lectures and research with our experience and exchanges with fellow learners. Course credit cannot be given in the event of absence from more than four Thursday classes or more than four tutorials during the 26-week duration of the course. Your tutorial facilitator is to be informed in writing in advance of religious observances that necessitate absence from the course; it is your responsibility to find out from classmates what you have missed during an absence. Prolonged medical absences must be documented and made up in consultation with your facilitator.

The grade for attendance and participation is based on the teaching team's impression of your effort and commitment to learning. It is not necessarily based on how much you speak in class or in your tutorial, although your contribution to both will be highly valued.

B Internship

The internship is worth 30% of the final grade.

Each student will participate in a community volunteer internship or practical activity lasting over the two-semester duration of the course. You may participate either individually or in small teams in a project. In most cases, the teaching team will refer you to an internship project within an

existing community or cultural organization. However, an approved self-generated project is also acceptable provided it is linked to a sponsoring body or supervisor.

The course internship differs from professional internship programmes in that it does not usually require intensive training and lead to professional credentials. Ideas that have been proposed for volunteer internship projects, or have worked in the past, are:

-workplace or corporate animation, research or policy development
-fundraising
-telephone helpline or hotline work
-respite care programmes or other short term care schemes
-work in a frontline community supply depot
-peer health education
-community archival work or documentation activity
-cultural programming
-cultural or social animation
-research assistance, applied scientific or social.

If you are already involved in AIDS-related work on a community, clinical or professional level, this may count as your internship project, provided that you concentrate on a specific aspect of your organization that does not necessarily fall within your regular duties or that an additional level of self-assessment and analysis is introduced.

"Interns/volunteers" are expected to participate in their project on a weekly basis, up to a maximum of a half day per week (on average). In addition to taking part in the project and whatever orientation activities are provided by the host organization, the following confidential written tasks are obligatory components of the internship requirement:

i) Preliminary analysis of *organizational and project context*, plus statement of your personal goals, to be submitted to your tutorial facilitator on October 12. (2-3 pages).
ii) Mid-project progress report. To be submitted to your tutorial facilitator on November 30. (2-3 pages).
iii) Final self-assessment. Revised analysis of organizational and project context. Evaluation of your success in achieving your goals; what you have learned. To be submitted to your tutorial facilitator on April 4. (3-5 pages)

Your internship learning may also be applied to the other course requirements, as explained below.

Your grade for the internship project will be determined by your tutorial facilitator and will reflect the above self-assessments and a final assessment by your project supervisor or host organization.

C Directed Journal

The journal requirement is worth 30 % of your final grade.

Each student will accumulatively complete a journal during the course, to be submitted periodically to tutorial facilitators for evaluation.

The minimum 15 entries will normally average out to be one to two pages. Please keep a folder or "duotang" of all journal entries and other assignments to be handed in as a unit on each deadline. Leave sizeable margins for comments.

Over the course of each semester, the entries must include responses to each of the following: i) course readings; ii) class lecture/discussions or guest speakers; and iii) internship activities . Entries may also include issues of your personal development, or touch on special outside events related in some way to the topic of the course. Highest grades will go to journals that achieve a balance between responses to syllabus components and your own personal investment *around* the course, e.g. in the internships or through your own relationship to the epidemic. Overall, journals will normally encompass a variety of disciplinary approaches, both your own and those outside of your own. As much as possible try to make the sections achieve the interdisciplinary goals of the course. On occasion specific themes for journal entries will be assigned or suggested in the tutorials. The final entry must be a retrospective assessment of your trajectory over the year.

Consider the following questions/guidelines to help you get started:

-how does this reading help you intervene in your internship environment?
-how does a visiting speaker connect with another component of the course?
-does a current event presently in the media make you reexamine or update one of the readings?

Five journal instalments, each containing three entries, are to be submitted to tutorial facilitators on the following deadlines: instalment 1 on September 28; instalment 2 on October 26; instalment 3 on November 23; instalment 4 on February 8; instalment 5 on March 21.

Criteria for journal evaluation: The directed journal is an exercise in personal process. Although it includes an intellectual component, it is not a traditional academic assignment. Thus scholarly format and extra research beyond the assigned readings are not part of the journal requirement. Journals are assessed on the basis of the following factors: discipline in following the guidelines; conscientiousness and initiative in fulfilling the above terms of the requirement; success in articulating personal ideas and feelings; interdisciplinary breadth of response; reflection of cumulative intellectual, artistic and/or personal development. When responding to a reading or lecture or event in a journal entry, always include a brief synopsis of the text or event (4-5 lines).

D Major Term Paper/Report/Creative Project option:

For the final 30% of your course grade you are to choose one of three options:

Major Term Paper, Report or Creative Project. An academic term paper or report in traditional scholarly format. Or, alternatively, you may substitute a major creative project in an artistic medium (a performance, a photo sequence, a short video, creative writing, etc.). The topic for your paper, report or project must arise out of the course, but is normally based on research beyond the boundaries of course reading requirements. You may incorporate, if you wish, a substantial component derived from your internship.

The topic is to be submitted to your tutorial facilitator as a one-to-two-page written prospectus no later than January 11, and must be approved by him/her in writing before you proceed. The prospectus will be evaluated as part of the project grade.

The paper, report or project is due Thursday April 11 by 17h00. Length: 8 to 10 pages or the equivalent.

Last year, creative projects were exhibited in a public show at the Stornoway Gallery, organized by course students after the last class. We hope to repeat this successful undertaking in 1996.

Critical Path: Synopsis of Deadlines

Sept. 28	journal, 1st instalment
Oct. 12	preliminary internship assessment
Oct. 26	journal, instalment 2
Nov. 23	journal, instalment 3
Dec. 7	internship, mid-project report
---------- winter break ----------	
Jan. 11	submit your paper/report/project topic
Feb. 8	journal, instalment 4
---------- spring break ----------	
March 21	journal, instalment 5
April 4	Internship final self-assessment.
April 11	submit paper/report/creative project

Detailed Schedule & Assigned Readings

1. Thursday Sept. 7 First Class: introduction, the syllabus (TW)

Audio-Visual: *Zero Patience*; *Red Hot and Blue* (excerpts).

2. Thursday Sept 14 AIDS: Politics, Knowledge and Interdisciplinarity (CN)

Lecturer: Prof. Chantal Nadeau

Audio-Visual: *Diana's Hair Ego, Michael Lynch: A tribute* (excerpts)

Assigned Readings: Grover, Jan Zita. "AIDS: Keywords." In Crimp, Douglas, ed., *AIDS: Cultural Analysis, Cultural Activism,* October 43 (Winter 1987; reprint MIT Press), 17-30. An analysis of the basic terms of AIDS discourse.

Lynch, Michael. "Last Onsets: Teaching with AIDS." *Fuse*, Vol. 15, No. 5 (Summer 1992), 20-26;

------- "The Buck Stops Nowhere." In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992), 216-220. Poem by now deceased Toronto writer, teacher and activist.

3. Thursday Sept. 21 The Nonprofit Sector: Community Organizations (TW)

Lecturer/Animator: Elana Wright

Guests: Glenn Fash, AIDS Community Care of Montreal (ACCM); Lyse Pineault, COCQ-SIDA; Jain Blanchard, ACCM; Thierry Young, ACCM

Assigned Readings: O'Malley, Jeff. "AIDS Service Organizations in Transition." *AIDS in the World*, 774-782.

Aggleton, Peter, Jeffrey Weeks and Austin Taylor-Laybourn, "Voluntary Sector Responses to HIV and AIDS: A Framework for Analysis," in Peter Aggleton, Peter Davies and Graham Hart, eds., *Aids: Facing the Second Decade* (London: Falmer Press, 1993), 131-140. Scholarly.

Patton, Cindy. "The AIDS Industry." *Taking Liberties* (London: Serpent's Tail, 1989), 113-125.

Whitehead, Tony. "The Voluntary Sector: Five Years On," in Erica Carter and Simon Watney, eds., *Taking Liberties* (London: Serpent's Tail, 1989), 107-111. Polemic.

4. Thursday Sept. 28 The Private Sector I: Workplace and Rights (TW)

Location: D.B. Clarke

Concordia-Glaxo-Wellcome Community Lecture Series on HIV: Lecturer I Jerald Breitman, former Director of Professional Relations, Burroughs-Wellcome

Assigned Readings: "AIDS and Human Rights," *Aids in the World*, 537-573

5. Thursday Oct. 5 The Virus I: Death/Mourning/Melodrama (TW)

Lecturer: Prof. Tom Waugh

Assigned Readings: Bronski, Michael. "Death and the Erotic Imagination." In Simon Watney and Erica Carter, eds., *Taking Liberties: AIDS and Cultural Politics* (London: Serpent's Tail, 1989), 219-227. American gay cultural critic on the culture, politics and experience of sex and death.

Watney, Simon. "Short-Term Companions: AIDS as Popular Entertainment." In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992), 152-165. British activist/theorist on *Long Time Companion* and other media representations.

Waugh, Thomas. "Erotic Self-Images in the Gay Male AIDS Melodrama." In James Miller, ed., *Fluid Exchanges: Artists and Critics in the AIDS Crisis* (Toronto: University of Toronto Press, 1992), 122-134.

6. Thursday Oct. 12 The Virus II: The Continuing Struggle of Microbes and Humans. (TW)

Lecturer: Dr. Claire Cupples, Dept of Biology

Audio-Visual: to be announced

Assigned Readings: Elbaz, Mikhael and Ruth Murbach. "Fear of the Other, Condemned and Damned: AIDS, Epidemics and Exclusions." In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montreal: Véhicule, 1992), 1-9. Comparative historical analysis of epidemics and their discourses by anthropologist and legal authority.

Levins, Richard, et al. "The Emergence of New Diseases: Lessons learned from the emergence of new diseases and the resurgence of old ones may help us prepare for future epidemics." In *American Scientist*, Vol. 82 (Jan-Feb 1994), 52-60.

Rosenberg, Charles E., "What is an Epidemic? AIDS in Historical Perspective," in Stephen R. Graubard, ed., *Living with AIDS* (Cambridge, MA: MIT Press, 1990), 1-17. Historian/sociologist of science's postmodern take.

7. Thursday Oct. 19 The Virus III: Infection, Transmission and a Chronology of the Epidemic in Canada (TW)

Guest: Dr. Norbert Gilmore, McGill University Centre for Medicine, Ethics and Law.

Assigned Readings: Gilmore, Norbert. "An AIDS Chronicle." In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montreal: Véhicule, 1992), 16-31. Montreal physician's history of the 1980s.

Morton, Oliver, et al. "Achievements in Research," *Aids in the World* 229-277.

8. Thursday Oct. 26 Sexualities, Sex... and the Media (CN)

Lecturer: Prof. Chantal Nadeau

Assigned Readings: Lupton, Deborah. "Talking About Sex: Sexologgy, Sexual Difference, and Confessional Talk Shows." *Genders* 20 (1994), 45-65.

Rubin, Gayle. "Talking Sex," in Henry Abelove, Michèle Aina Barale, David M. Halperin, eds., *Lesbian and Gay Studies Reader* (New York and London: Routledge, 1993), 3-44.

9. Thursday Nov. 2 Public Prevention and Education Campaigns (TW)

Guest: Prof. Jon Baggaley, Education, Concordia (to be confirmed)

Audio Visual: *Karate Kids*, other PSA's.

Assigned Readings: Baggaley, Jon. "Media Health Campaigning: Not Just What You Say, But the Way That You Say It!" In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992), 109-119. Concordia public health education expert on the effectiveness of public service announcements.

Crimp, Douglas. "AIDS Demo Graphics." In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992), 47-57.

Miller, James, compiler. "Posters from the Visual AIDS Exhibition, London Regional Art and Historical Museums." In Miller, James, ed. *Fluid Exchanges: Artists and Critics in the AIDS Crisis* (Toronto: University of Toronto Press, 1992), 177-185. Extensive analysis of international selection.

Street Kids International, "Karate Kids: AIDS Education as Empowerment," *Aids in the World*, 360-361.

10. Thursday Nov. 9

Location: H767

Concordia-Glaxo-Wellcome Community Lecture Series on HIV: II Dr. Barbara de Zalduondo

Assigned Readings: de Zalduondo, Barbara. "Meanings and Consequences of Sexual-Economic Exchange: Gender, Poverty and Sexual Risk Behavior in Urban Haiti." in Richard G. Parker and John H. Gagnon, eds., *Conceiving Sexuality* (New York and London: Routledge, 1995), 157-180.

Berezin, Nancy. "HIV and Other Sexually Transmitted Diseases," *Aids in the World* 165-193

11. Thursday Nov. 16 The African Epidemic: Current Issues (TW)

Guest: Dr. Catherine Hankins

Audio-Visual: *Side by Side: Women and AIDS in Africa* (Zimbabwe)

Assigned Readings: de Zalduondo, Barbara O., Gernard I. Msamanga, and Lincoln C. Chen, "AIDS in Africa: Diversity in the Pandemic," in Stephen R. Graubard, ed., *Living with*

AIDS (Cambridge, MA: MIT Press, 1990), 423-463. International variables affecting transmission and care, plus case study of Tanzanian region of Kagera.

Moerkerk, Hans. "AIDS and Development." In Mann, Jonathan, ed. *AIDs in the World: A Global Report* (Cambridge, Mass.: Harvard University Press, 1992), 292-294.

Watney, Simon. "Missionary Positions: AIDS, 'Africa' and Race", in *Critical Quarterly* 31 (1989), 45-62; rpt. Watney, *Practices of Freedom: Selected Writings on HIV/AIDS* (Durham: Duke University Press, 1994). The construction of "African AIDS" in Western discourse.

Zewdie, Debrework. "HIV Testing in Developing Countries." *AIDS in the World*, 434-435.

12. Thursday Nov. 23 Gay Identity: Coming Out in the Age of AIDS (TW)

Animator: Prof. Tom Waugh

Lecturer: Steven Purvis

Audio-Visual: *Danny*; *Zero Patience* excerpt (duet)

Assigned Readings: Altman, Dennis. "Aids and the Reconceptualization of Homosexuality." In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992), 32-43.

"Homosexual Practices." In Mann, Jonathan, ed. *AIDs in the World: A Global Report* (Cambridge, Mass.: Harvard University Press, 1992), 381-390.

Warner, Michael. "Why Gay Men are Having Unsafe Sex Again," *Village Voice*, Jan. 31 1995, 33-36.

13. Thursday Nov. 30 International AIDS Day: Memorialization, Nostalgia (TW)

NO TUTORIALS; INTERNSHIPS INTERIM REPORT DUE

Lecturer: Prof. Tom Waugh

Audio Visual: *Danny*

Assigned Readings: Crimp, Douglas. "Portraits of People with AIDS," Lawrence Grossberg, Cary Nelson, and Paula Treichler, eds., *Cultural Studies* (New York and London: Routledge, 1992), 117-133.

Fabo, Andy. "The Art of Memory." in *Fuse* XV No. 15 "Living with HIV" (Summer 1992), 37-44.

Watney, Simon. "Acts of Memory." *Out*, September 1994, 92-97.

---------- **END OF SEMESTER** ----------

14. Thursday Jan. 4 Framing the Other (CN)

Lecturer: Prof. Chantal Nadeau

Assigned Readings: Anthias, Floya and Nira Yuval-Davis. "The Concept of 'Race' and the Racialization of Social Divisions," *Racialized Boundaries: Race, Nation, Gender, Colour and Class in the Anti-Racist Struggle* (New York: Routledge, 1992), 1-20.

hooks, bell. "Marginality as a Site of Resistance," in russell Ferguson et al, eds., *Out There* (New York, Cambridge and London: New Museum of Contemporary Art/MIT Press, 1990), 341-343.

Smith, Barbara. "Homophobia: Why Bring That Up?", in Henry Abelove, Michèle Aina Barale, David M. Halperin, eds., *Lesbian and Gay Studies Reader* (New York and London: Routledge, 1993), 99-103.

15. Thursday Jan. 11 Women and HIV (CN)

Animator: Prof. Chantal Nadeau

Lecturer: Maria Nengeh Mensah

Assigned Readings: Hankins, Catherine. "Women and HIV Infection and AIDS in Canada: Should We Worry?" *Canadian Medical Association Journal* (1990), v. 143, no. 11, 1171-1173. A prophetic editorial.

Mhloyi, Marvellous M. "Women, AIDS and Reproductive Issues." In Mann, Jonathan, ed. *AIDs in the World: A Global Report* (Cambridge, Mass.: Harvard University Press, 1992), 373-375.

Reid, Elizabeth. "Gender, Knowledge and Responsibility." *AIDS in the World*, 657-667.

Treichler, Paula. "AIDS, Gender and Biomedical Discourse: Current Contests for Meaning." In E. Fee and D.M. Fox, eds, *AIDS: The Burdens of History* (Berkeley: University of California Press, 1988), 190-204, 213-234.

16. Thursday Jan. 18 AIDS, Stigma and Marginalization: Immigrants and Sexworkers (CN)

Guest Lecturers: Prof. Fran Shaver (Sociology & Anthropology): "AIDS, Stigma, and Marginalization: the case of Sexworkers" / (additional guest to be announced)

Assigned Readings: de Zalduondo, Barbara O. "Prostitution Viewed Cross-Culturally: Toward Reconstextualizing Sex Work in AIDS Intervention Research." In *The Journal of Sex Research*, Vol. 28, No. 2 (May 1991), 223-248.

Leigh, Carol. "Further Violations of Our Rights." In Crimp, Douglas, ed., *AIDS: Cultural Analysis, Cultural Activism, October* 43 (Winter 1987; reprint MIT Press), 177-182. Voices and political agendas of prostitutes.

Overs, Cheryl, "Commercial Sex Workers: Police or Policies?" *AIDS in the World*, 344-345.

additional reading to be announced

17. Thursday Jan. 25 IV Users Community (CN)

Guest: Sheri Quinn, ACCM

Assigned Readings: Case, Patricia. "Injection Drug Use." In Mann, Jonathan, ed. *AIDs in the World: A Global Report* (Cambridge, Mass.: Harvard University Press, 1992), 406-420.

Des Jarlais, Don C., and Patricia Case. "Increasing Access to Injection Equipment: Syringe Exchange and Other Examples of Harm Reduction Strategies." In Mann, Jonathan, ed. *AIDs in the World: A Global Report* (Cambridge, Mass.: Harvard University Press, 1992), 685-699.

Harding, Timothy W., and Georgette Schaller, "HIV/AIDS Policy for Prisons or for Prisoners?" *Aids in the World* 761-769.

18. Thursday Feb. 1 First Nations Communities Respond (CN)

Animator: Gail Valaskakis, Dean Faculty of Arts and Science

Guests: to be announced

Audio-Visual: *Kecia Words to Live By* (23 min).

Assigned Readings: Brant, Beth. "This Place." In *Food and Spirits* (Vancouver: Press Gang Publishers, 1991). Short story by native writer about a man with AIDS who goes home to the reserve where he was born to die.

Adams, Evan. "Theatre and AIDS Education in a North American Native Community." In Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992), 247-263. Excerpt from AIDS education play by British Columbia activist.

19. Thursday Feb. 8 Videotaping AIDS: Sex/Activism (CN)

Location: deSeve Cinema

Concordia-Glaxo-Wellcome Community Lecture Series on HIV: III John Greyson, Jean Carlomusto

Assigned Readings: Patton, Cindy. "Designing Safer Sex: Pornography as Vernacular." *A Leap in the Dark*, 192-206. Experienced community educator on cultural complexities of safer sex campaigns.

Greyson, John. "Still Searching." *A Leap in the Dark*, 85-95. Canadian filmmaker/video artist's account of various productions.

Carlomusto, Jean and Gregg Bordowitz. "Do It! Safer Sex Porn for Girls and Boys Comes of Age." *A Leap in the Dark*, 177-183. New York video activists on the politics of explicit prevention materials.

20. Thursday Feb. 15 Filming AIDS: Science/Art (CN)

Lecturer: Prof. Chantal Nadeau: "Arty Science and AIDS: The Work of Esther Valiquette"

Audio-visual: works by Esther Valiquette: *Récit d'A, Le singe bleu.*

Assigned Readings: Treichler, Paula. "Beyond *Cosmo*: AIDS, Identity, and Insciptions of Gender." In *Camera Obscura: A Journal of Feminism and Film Theory*, 28 (January 1992), Special Issue "Imaging Technologies, Inscribing Science," 21-78. Interdisciplinary argument that mainstream AIDS discourse elides complex sexual identities, including those of women.

Sedgwick, Eve Kosofsky. "White Glasses." *Tendencies* (Durham: Duke University Press, 1993), 252-266.

---------- **SPRING BREAK** ----------

21. Thursday Feb 29 Writing AIDS (CN)

Lecturer: Prof. Catherine Mavrikakis, Etudes françaises,

Guest: Ian Stephens (to be confirmed)

Assigned Readings: Stephens, Ian. Poem.

Guibert, Hervé. *A l'ami qui ne m'a pas sauvé la vie.* Paris: Gallimard, 1990. Sections 1-12, pp. 9-33. English translation: *To the friend who did not save my life* (London and New York: High Risk Books, 1994), 1-25.

White, Edmund. "An Oracle." In George Stambolian, ed., *Men on Men I* (New York: Plume, 1986).

22. Thursday March 7

Location: de Seve Cinema

Concordia-Glaxo-Wellcome Community Lecture Series on HIV: IV Dr. Frederick Lowy, Rector

Assigned Readings: Bayer, Ronald, "The Ethical Dimensions of HIV Testing", *AIDS in the World*, 747-759.

Green, Jesse. "Who Put the Lid on gp 120?" *New York Times Magazine*, March 26, 1995, 50-57, 74, 82.

Wynn, Paul. "AIDS' Next Frontier." *Poz*, 58-61, 74.

23. Thursday March 14 The Corporate Sector II: The Business of AIDS (TW)

Guest Lecturer: Prof. Lea Katsanis, Marketing

Assigned Readings: "The Economic, and Social Impact of AIDS." In Mann, Jonathan, ed. *AIDs in the World: A Global Report* (Cambridge, Mass.: Harvard University Press, 1992), 212-226.

Giese, Rachel. "A Very Sick Business: Canadians with AIDS are being forced to sell their life insurance to U.S. deathbrokers." *This Magazine* XXVIII (August 1994), 24-27.

Giroux, Henry. "Benetton's 'World Without Borders': Buying Social Change." in Carol Becker, ed., *The Subversive Imagination*, 187-207.

24. Thursday March 21 Legal Aspects (CN)

Guest Lecturers: David Thompson, CPAVIH & Ralf Jürgens, McGill Faculty of Law

Assigned Readings: Flanagan, William F. "Aids-Related Risks in the Health Care Setting: HIV Testing of Health Care Workers and Patients." *Queen's Law Journal* 18 (1993), 71-128. Canadian context.

Somerville, Margaret. "Law as an 'Art Form' Reflecting AIDS: A Challenge to the Province and Function of Law." In Miller, James, ed. *Fluid Exchanges: Artists and Critics in the AIDS Crisis* (Toronto: University of Toronto Press, 1992), 288-304. An authority in law, ethics and medicine.

25. Thursday March 28 The Future of AIDS: Institutions, Knowledge, Power (CN)

Lecturer: Prof. Chantal Nadeau

Assigned Readings: Bhabha, Homi. "Dance this diss around." *Artforum . . International* 33(8) April 1995, 19-20.

Croce, Arlene. "Discussing the Undiscussable." *The New Yorker*, December 26, 1994 (pp. 54-56. 58-60).

Laurie Garrett, "The Next Epidemic." In Mann, Jonathan, ed. In *AIDs in the World: A Global Report* (Cambridge, Mass.: Harvard University Press, 1992), 825-843. Recent viral epidemics and a bleak outlook on global preparations for the next.

Merson, Michael H. "Slowing the Spread of HIV: Agenda for the 1990s." *Science*, 260 (May 28 1993), 1266-1268. Identifies prevention as priority in the global fight against the pandemic.

Weeks, Jeffrey. "Post-Modern AIDS." In Boffin, Tessa and Sunil Gupta, eds., *Ecstatic Antibodies: Resisting the AIDS Mythology* (London: Rivers Oram Press, 1990), 133-141. Reflections on how the Epidemic has challenged notions of homosexuality, internationalism, altruism, identity and death.

26. Thursday April 4 Synthesis, Prognoses, Internship Reports (CN, TW)

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